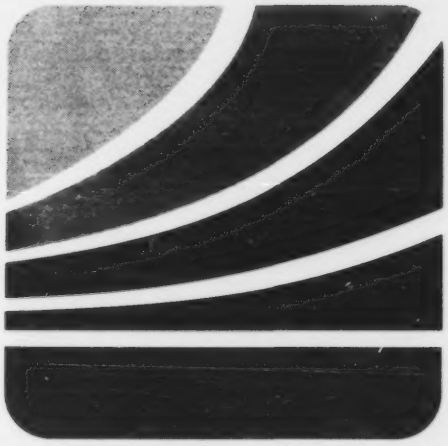
TOURISM SERVICES



ALBERTA
TOURISM
EDUCATION
COUNCIL

Tourism/Visitor Information Centre Supervisor

CERTIFICATION STANDARDS

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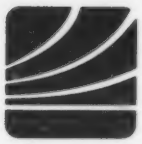

ALBERTA
TOURISM
EDUCATION
COUNCIL

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10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4
(403) 422-0781
FAX (403) 422-3430

The council works in cooperation with:

Alberta Chamber of Commerce

Alberta Culinary Arts Foundation

Alberta Hotel Association

Alberta Restaurant and Foodservices Association

Motel Association of Alberta

Tourism Industry Association of Alberta

Alberta Tourism

Alberta Career Development and Employment

Alberta Advanced Education

Council of Presidents (Colleges and Technical Institutes)

Alberta Vocational Centres

Universities Coordinating Council

Printed March, 1991

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INTRODUCTION

ALBERTA TOURISM EDUCATION COUNCIL

The tourism industry in Alberta presently creates an estimated 100,000 full-time, part-time and seasonal jobs. By the year 2000, tourism has the potential to provide 220,000 jobs for Albertans. This tremendous potential for growth represents both an opportunity and a challenge.

The Alberta Tourism Education Council is responding to that challenge. The mandate of the Council is to stimulate and integrate the resources of industry, government and education to meet the present and future education and training needs of Alberta's tourism industry.

One of the important initiatives undertaken by the Council is the development of standards for occupations within the industry. Standards now exist for various positions in the food/beverage/accommodation and adventure tourism/recreation sectors. In addition, several sets of standards exist which are applicable to all sectors of the tourism/hospitality industry. Development of standards is ongoing, leading to a range of standards for key occupations in all sectors.

Another initiative of the Council is the development of a province-wide process for certification. Certification is designed to provide individuals currently working in the tourism industry with an opportunity to demonstrate their knowledge and skills and receive industry-recognition for their achievements. Certification enables employees to further career-development goals and allows employers to hire staff that are trained to a measurable level. This in turn enhances the image of the industry and attracts energetic and talented individuals to the many exciting and rewarding career opportunities available.

If you would like more information on how you can benefit from these certification standards, please call or write:

Alberta Tourism Education Council
1700 Standard Life Centre
10405 Jasper Avenue
Edmonton, Alberta
T5J 3N4
Phone: (403) 422-0781
Fax: (403) 422-3430

STANDARDS OVERVIEW

WHAT ARE STANDARDS?

Standards are statements outlining what an individual must know and the skills and attitudes required of that individual to be considered competent in an occupation.

WHY DEFINE STANDARDS?

People working within the tourism industry have been labelled as unskilled workers. This stereotype is far from the truth. Central to the mandate of the Alberta Tourism Education Council is the enhancement of the image of hospitality within both the industry and the general public. Defining standards is one way to help increase awareness of the broad range of skills required of those working within this industry.

HOW ARE STANDARDS DEVELOPED?

These standards were developed from information provided by two industry committees. The Industry Validation Committee (IVC), consisting of individuals working within this occupation, provided the information from which a complete description of necessary skills was generated. The standards were written, and feedback was then provided by the Standards Industry Advisory Committee (SIAC), which is also made up of individuals working in this occupation. The IVC then met to validate the standards, considering the feedback from SIAC as well as their own suggestions.

A minimum of 40 professionals from the occupation are directly involved in developing each set of standards.

WHO BENEFITS FROM STANDARDS?

Eventually, all Albertans will benefit from the monitoring of performance in relation to industry standards. As standards gain recognition, industry professionals will maintain or increase personal skills, resulting in direct benefits to local and visiting consumers.

Specific groups who can benefit from standards are:

Service Professionals
- standards help identify career paths
- standards enhance the public image of service professionals
- standards provide a basis for challenge, self-improvement and advancement
- standards provide the basis for certification, based upon competent performance

Employers and Owners
- standards define areas where employees must be proficient, which assists in recruiting, training and development of staff
- standards provide employers and owners with a highly trained work force, which can increase productivity and decrease costs incurred by high staff turnover, translating into an improved bottom line

Educators

- standards provide the basis for curriculum and program development
- standards identify areas of industry where educational expertise is needed and applicable

Students

- standards help to promote the tourism industry as a viable and fulfilling career choice
- standards allow visualization of career options within the tourism industry

HOW ARE STANDARDS READ?

Major Categories are located in the outer margins. These indicate the general skill area within the occupation.

Skills are located in the left-hand column. These indicate abilities service professionals must demonstrate to fulfil the requirements of the position properly.

Standards are located in the right-hand column. These specify what a service professional must do and provide the knowledge necessary to accomplish the task. The centre column identifies the standard as either:

- **K (knowledge task)** - what a service professional must know to be considered competent in a skill, or

- **P (performance task)** - what a service professional must demonstrate to be considered competent in a skill, based on the requirements as stated in the knowledge standard.

HOW DO STANDARDS RELATE TO THE CERTIFICATION PROCESS?

Standards are used as the basis for the implementation of a three-step province-wide certification process for industry personnel. The initial step is a multiple choice examination which, when successfully completed, is followed by a performance evaluation completed by a supervisor in the work place. The third step is a performance evaluation conducted by a certified, trained Alberta Tourism Education Council evaluator.

WHAT DOES 'SPONSORING ORGANIZATION'S POLICY' MEAN IN STANDARDS?

The Alberta Tourism Education Council recognizes that an establishment may have internal policies that affect the way in which a skill is performed. Therefore, some standards have 'with consideration of sponsoring organization's policy' added to the performance portion of the standard for certification purposes.

The knowledge portion of these standards contains the typical generic policy with which the employee should be familiar in order to challenge the written examination. By learning or demonstrating an accepted generic standard, the certified professional gains the advantage of greater job mobility, as well as an appreciation of other ways of accomplishing tasks.

An organization's policy does not replace the generic standard; rather, it allows the ATEC evaluator to determine if performance is to the standard or follows a particular establishment policy. The evaluator will not fail candidates for following policies of their establishments.

ALBERTA TOURISM EDUCATION COUNCIL

▼ ACKNOWLEDGEMENTS

The Alberta tourism industry worked with Alberta Tourism to develop these standards. Funding was provided by the Canada/Alberta Tourism Agreement (C/ATA). These standards form the basis for a Tourism/Visitor Information Counsellor training program sponsored by the Tourism Industry Association of Alberta (TIAALTA).

We wish to recognize the following individuals for their expertise, time and energy without which the development of these standards would not have been possible.

Mary Barendricht, Edmonton Convention and Tourism Authority
Rich Boivie, Town of Cardston Tourism Board
Karen Borrowman, Spruce Grove Chamber of Commerce
Sylvia Clemens, Battle River Tourist Association
JoAnn Denham, City of Leduc Tourism Booths
Frank Dietrich, Chinook Country Tourist Association
Karen Douglas, Community Services, Grande Prairie
Paul Douglas, Alberta Hotel Association
Julie Duffy, David Thompson Tourist Council
Sharon Dumont, Stony Plain Chamber of Commerce
Irma Edgell, Whitecourt Chamber of Commerce
Sylvia Feindel, Alberta Tourism
Yvonne Fisher, Big Country Tourist Association
Mary Anne Gibson, Alberta Legislature
Dale Grabinsky, Calgary Convention & Visitor Bureau
Gerrit Halbersma, Alberta Tourism
Ann Hickman, Alberta Tourism
Donna Howitson, Peace River Swimming Pool
Carmen Johnson, Land of the Mighty Peace Tourist Association
Teresa Johnson, South East Alberta Travel & Convention Association
David Jolly, Calgary Convention & Visitor Bureau
Sandra Kennedy, Alberta Urban Municipalities Association
Anne Kuchuk, High Prairie Senior Citizens Club
Peggy Lampen, Westlock Golden Age Club
Norma Larson, Game Country Tourist Association
Barry Lazoruk, Tourism Industry Association of Alberta
Glenda Leitch, South East Alberta Travel & Convention Association
Jeff Markowski, Lakeland Tourist Zone
Bill Martynes, Town of Rocky Mountain House & Municipal District of Clearwater
Bill Mattinson, Alberta Urban Municipalities Association
Tony Maxwell, David Thompson Tourist Council & Tourism Industry Association of Alberta
Lorraine McDaid, Land of the Midnight Twilight Zone
Graham McRae, Alberta Tourism Education Council
Roy Middleton, Lakeland Tourist Zone
Cathy Milstead, Hinton & District Chamber of Commerce
Collette Oman, Big Country Tourist Association
Barbara Phillips, Fairview Downtown Revitalization Committee
Linda Poetz, Tourism Industry Association of Alberta
Sheldon Regier, South East Alberta Travel & Convention Association
Kathy Rennick, Alberta Tourism
Cari Roberts, Edmonton Convention and Tourism Authority
Diane Slater, Lakeland Tourist Zone
Randy Smith, Chinook Country Tourist Association
Ty Smith, Canmore & Bow Valley Chamber of Commerce
Dick Tregillus, Canada Olympic Park, Calgary
Patricia Twomey, Camrose Chamber of Commerce
Britt Ulrich, Alberta Tourism
Dennis Vickery, Medicine Hat Chamber of Commerce
Ellen Walker, Alberta Tourism Education Council
Janie Wasmann, Big Country Tourist Association
Scott White, Alberta Tourism

We apologize if we have overlooked any contributors to this project.
Please let us know if you are aware of any omissions.

ALBERTA TOURISM EDUCATION COUNCIL

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TOURISM/VISITOR INFORMATION CENTRE SUPERVISOR STANDARDS

Note: Where reference is made to legislation, the reader is expressly advised to consult the original legislation, and to obtain further advice as required.

SKILL 1: POSSESS PREREQUISITE			
1.1	possess prerequisite	K	identify prerequisite: Alberta Tourism Education Council certification for Tourism/Visitor Information Counsellor
		P	possess prerequisite as outlined above

ALBERTA TOURISM EDUCATION COUNCIL

A.
PREREQUISITES

ALBERTA TOURISM EDUCATION COUNCIL

B.
INTER-
PERSONAL
SKILLS

SKILL 1:
EXHIBIT ATTRIBUTES OF POSITIVE ATTITUDE

1.1	exhibit attributes of positive attitude	K	describe attributes of positive attitude: be: a) caring: · feel rewarded by providing assistance to others · empathize · show courtesy · go beyond what is required b) self confident: · sure of abilities · not easily intimidated · able to make decisions and follow through · able to accept compliments and criticisms constructively c) assertive: · outgoing and willing to express beliefs, with discretion · not shy or withdrawn while dealing with visiting public, staff or member of sponsoring organization d) open-minded: · evaluate situations and learn from them · accept differences in individuals · accept alternate points of view e) creative: · maximize resources · use original approach f) adaptable: · accept change · be flexible · be resourceful

SKILL 1:
EXHIBIT ATTRIBUTES OF POSITIVE ATTITUDE

ALBERTA TOURISM EDUCATION COUNCIL

1.1 cont'd		g) enthusiastic: · be innovative; put forth ideas · take initiative · focus energy to achieve goals
	P	exhibit attributes of positive attitude as outlined above

B.
INTER-
PERSONAL
SKILLS

ALBERTA TOURISM EDUCATION COUNCIL

B.
INTER-
PERSONAL
SKILLS

SKILL 2: EXHIBIT ATTRIBUTES OF PROFESSIONALISM

2.1	exhibit attributes of professionalism	K	describe attributes of professionalism: a) be punctual, e.g. meet deadlines, be on time for appointments b) be honest, e.g. report overage in float, conduct fair staff evaluations, provide accurate feedback c) be respectful, e.g. avoid condescending tone of voice, ensure confidentiality d) be loyal, e.g. be positive about place of work and sponsoring organizations, support staff actions e) be organized, e.g. use action plans, set time lines, keep accurate records, delegate work f) be patient, e.g. be calm when handling complaints and training new staff g) be dedicated, e.g. take personal interest in job, be thorough, be determined to do job well h) take pride in work, e.g. take time to do job right, produce high quality work i) be competent, e.g. get job done, be credible, assume others' responsibilities when necessary j) be responsible, e.g. complete designated tasks k) be supportive, e.g. encourage staff, have confidence in abilities of others, stand by decisions and actions of staff and sponsoring organization, provide constructive feedback

SKILL 2: EXHIBIT ATTRIBUTES OF PROFESSIONALISM			
2.1	cont'd		l) take pride in representing tourism industry: · promote industry · be aware of concerns and issues
		P	exhibit attributes of professionalism as outlined above
2.2	describe importance of personal appearance	K	describe importance of personal appearance: personal appearance: a) affects audience, e.g. can put others at ease or make them uncomfortable b) affects credibility, e.g. influences whether message will be believed or not c) should be congruent with verbal message and appropriate to situation, e.g. wear business attire when dealing with business people

ALBERTA TOURISM EDUCATION COUNCIL

B.
INTER-
PERSONAL
SKILLS

SKILL 3: INCREASE PROFESSIONAL KNOWLEDGE			
3.1	describe importance of maintaining and upgrading skills and knowledge	K	describe importance of maintaining and upgrading skills and knowledge: to: a) better meet sponsoring organization's objectives for Tourism/Visitor Information Centre operations b) better serve visitors and private industry operators, e.g. hotels, campgrounds, facilities, events, outfitters c) foster professional development in self and fellow staff d) maintain standards of operation e) keep current on industry trends f) provide motivation to advance in industry

SKILL 3: INCREASE PROFESSIONAL KNOWLEDGE

ALBERTA TOURISM EDUCATION COUNCIL

3.2	increase professional knowledge	K	outline how to increase professional knowledge: a) review audio-visual films, for example: · tourism films · marketing films · training films · product films b) participate in industry conferences, for example: · attend sessions · man booths · network with other professionals c) attend courses and workshops related to tourism, for example: · programs in educational institutions · Alberta Best program · tourist zones training programs d) read publications related to tourism, for example: · international publications · national publications · directories · brochures · zone newsletters e) seek advice from experienced and successful peers, for example: · network with others in industry · join industry-related organizations · participate in job exchanges f) participate in tourism-related events, for example: · museum and hotel openings · product and media launches
		P	increase professional knowledge as outlined above

B. INTER-PERSONAL SKILLS

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1: DEFINE COMPONENTS OF STRATEGIC PLANNING

1.1	define components of strategic planning	K	define components of strategic planning: a) mission statement: · identifies purpose and philosophy b) goal: · statement of purpose c) objective: · measurable statement of how goal is to be achieved d) strategy: · method employed to achieve goals and objectives e) action plan: · sequence of individual steps, resources and time lines needed to achieve goals and objectives f) evaluation: · measure of achievement of goals and objectives

C. MANAGEMENT SKILLS

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 2: FOLLOW ORGANIZATIONAL POLICY AND PROCEDURES			
2.1	assist in policy development	K	describe how to assist in policy development: a) suggest areas requiring policies b) suggest changes to existing policies c) provide feedback on effectiveness of policies
		P	assist with policy development as outlined above, with consideration of sponsoring organization's policy
2.2	follow organizational policy and procedures	K	describe how to follow organizational policy and procedures: a) determine policies, e.g. sales, personnel, operational, facility, budget: · ask manager or sponsoring organization · review policy and procedure manual · communicate with other facility supervisors b) comply with policies and procedures
		P	follow organizational policy and procedures as outlined above

ALBERTA TOURISM EDUCATION COUNCIL

C.
MANAGEMENT
SKILLS

SKILL 3: DEVELOP ACTION PLANS			
3.1	describe how to develop action plans	K	describe how to develop action plans: a) adhere to principles and objectives of facility's overall plan b) understand project objectives c) set strategies d) identify means of achieving strategies e) determine feasibility of strategies f) review plan to ensure attainment of project objectives is possible g) record plan and anticipated results h) advise staff of implications of plan i) establish system of evaluation
3.2	follow guidelines to implement action plans	K	describe guidelines to implement action plans: a) understand project objectives b) know facility's role in action plan c) assign resources to action plan d) adhere to time lines e) advise staff of implications of plan f) record results as outlined in action plan g) provide feedback h) adjust action plan or make recommendations for change
		P	follow guidelines to implement action plans as outlined above

SKILL 4:
USE TIME MANAGEMENT TECHNIQUES

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4.1	use time management techniques	K	describe time management techniques: a) list objectives, e.g. developing staff schedules, ensuring recruitment advertising is completed on time b) set priorities for objectives c) ensure deadlines are met: · outline steps to follow in order to achieve final product · determine deadlines for each step, e.g. check action plan · maintain contact with manager, operator, sponsoring agency and staff to share achievements, issues and problems · ensure personal time lines correspond with company time lines, e.g. marketing plan d) maintain organized: · filing system · desk · in/out system · appointment records e) review time planner and update as required f) evaluate effectiveness of techniques: · determine necessary follow-up · determine duties not completed g) check files h) confirm meetings and appointments i) plan activities for following day
		P	use time management techniques as outlined above

C.
MANAGEMENT
SKILLS

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 5:
SOLVE PROBLEMS

5.1	solve problems	K	describe how to solve problems: a) identify problem and source b) generate alternatives c) assess alternatives, e.g. policy, consequences, budget, speed of action d) select best alternative to solve problem e) implement f) evaluate and adjust, if required
		P	solve problems as outlined above

C.
MANAGEMENT
SKILLS

SKILL 6:
DELIVER
PRESENTATIONS

ALBERTA TOURISM EDUCATION COUNCIL

6.1	deliver presentations	K	describe how to deliver presentations: a) research audience: · gather background information on needs and wants b) research topic: · prepare answers to anticipated questions · improve self-confidence and chances of successful presentation with thorough knowledge c) organize material: · record ideas in logical order · choose appropriate presentation type and audio-visual aids d) speak simply and precisely: · avoid words audience may not understand e) present facts accurately: · ensure presentation matches facts acquired in research f) use non-verbal communication skills g) communicate feelings about topic, though control over emotions must be maintained h) vary tone and loudness of voice to maintain listener's interest i) ask for feedback: · allow time during or at end of presentation for questions
		P	deliver presentations as outlined above

C.
MANAGEMENT
SKILLS

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1:
OPERATE FACILITY

1.1	ensure daily operation of facility	K	outline how to ensure daily operation of facility: a) prepare checklists for: · daily opening and closing duties, for example: - set up signs - turn on lights - unlock doors · other daily duties, for example: - stock literature, maps and retail items - tidy promotional displays, e.g. dust, organize - check cleanliness of facility, e.g. entrance, washrooms - stock washroom supplies - update notice board postings · supervisors' daily duties, for example: - ensure staff arrive on time - check facility cleanliness - check facility grounds, e.g. ensure garbage is removed and debris is picked up - ensure signs are in place · supplies and retail inventories, for example: - cleaning supplies - literature, maps, information - office and facility supplies, e.g. light bulbs, pens - retail stock b) post: · checklists of daily duties for staff, e.g. opening and closing duties · emergency phone numbers, e.g. police, fire, ambulance

D.
OPERATIONS
MANAGEMENT

SKILL 1:
OPERATE FACILITY

ALBERTA TOURISM EDUCATION COUNCIL

1.1	cont'd		· emergency procedures, e.g. who to contact, what to do c) monitor daily operations: · ensure tasks outlined on checklists are completed · note staff performance · record problems · review inventories for shortages d) follow up as needed, for example: · evaluate schedule and training needs · record and store supplies · record maintenance or seasonal requirements e) communicate problems and suggestions to management
		P	ensure daily operation of facility as outlined above, with consideration of sponsoring organization's policy
1.2	maintain up-to-date visitor information	K	outline how to maintain up-to-date visitor information: a) ensure literature and other sources of information are accurate and timely: · rotate seasonal information · discard outdated information · check with source for most current information b) ensure current information about local events and attractions is visible or available: · post notices and news releases on bulletin board · assist in designing, arranging and maintaining displays for special events and promotions · arrange pamphlets, brochures and maps in racks or under counters

D.
OPERATIONS
MANAGEMENT

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1:
OPERATE FACILITY

1.2	cont'd		· use signs, e.g. highway reader board, chalkboard c) update information: · make changes as discovered, e.g. from newspapers · inform staff of changes d) maintain information on membership: · adhere to guidelines established by sponsoring organization regarding memberships · reorder information from members as needed
		P	maintain up-to-date visitor information as outlined above, with consideration of sponsoring organization's policy
1.3	outline *Petty Trespass Act*	**K**	outline *Petty Trespass Act*: 1(1) No person shall trespass on (a) privately owned land, (b) Crown land subject to any disposition granted under the Public Lands Act, except a grazing lease or grazing permit, or (c) a garden or lawn, with respect to which he has had notice by word of mouth, or in writing, or by posters or signboards, not to trespass. (2) For the purposes of subsection (1) a person shall be deemed to have had notice not to trespass when posters or signboards are visibly displayed (a) at all places where normal access is obtained to the land, and (b) at all fence corners or if there is no fence, at each corner of the land. (Revised Statutes of Alberta/70 c273 s2)

D.
OPERATIONS
MANAGEMENT

SKILL 1:
OPERATE FACILITY

ALBERTA TOURISM EDUCATION COUNCIL

1.4	maintain security	K	outline how to maintain security: a) instruct staff in emergency and security procedures, e.g. operation of alarm system b) ensure procedures are followed for handling cash on site, e.g. use of safe, cash deposited or picked up regularly c) secure retail stock displays, e.g. under counters d) consider security when scheduling staff, e.g. schedule unexperienced with experienced staff members; do not schedule employees to work alone late at night
		P	maintain security as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

D.
OPERATIONS
MANAGEMENT

SKILL 2: PROVIDE SERVICES TO PUBLIC			
2.1	provide information services	K	outline how to provide information services: a) maintain accurate calender of local, regional and provincial events b) monitor service provided: · train staff on ongoing basis · update information regularly · act as role model for staff c) develop visitor feedback forms or surveys to assess services provided d) accommodate requests for: · bulk literature · travel counselling
		P	provide information services as outlined above, with consideration of sponsoring organization's policy
2.2	respond to visitor feedback	K	outline how to respond to visitor feedback: a) establish means to receive feedback from visitors, e.g. feedback forms, surveys, guest book b) deliver compliments and complaints verbally or in written form to: · staff: - correct staff errors immediately - document for employee records · operators: - update or replace information as needed - notify sources about errors in information c) ensure appropriate action is taken, e.g. information is corrected

SKILL 2: PROVIDE SERVICES TO PUBLIC			
2.2	cont'd		d) acknowledge visitor's feedback: · send letter outlining steps taken in response to feedback · send copies to individuals involved and to manager · file copy for record
		p	respond to visitor feedback as outlined above, with consideration of sponsoring organization's policy
2.3	solve visitor-related problems	**k**	describe how to solve visitor-related problems: a) identify problem: · listen to visitor's explanation of situation b) do not assign blame c) generate alternatives to solve problem d) assess alternatives, considering: · visitor satisfaction · speed of resolution · budget e) select best alternative f) implement alternative g) evaluate results: · seek feedback from visitor · make adjustments as needed
		P	solve visitor-related problems as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

D. OPERATIONS MANAGEMENT

ALBERTA TOURISM EDUCATION COUNCIL

E.
STAFF
SUPERVISION

SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
1.1	outline *Employment Standards Code* defining general holiday	K	outline *Employment Standards Code* defining general holiday: 1(1)(g) 'general holiday' means (i) New Years's Day, (ii) Family Day, (iii) Good Friday, (iv) Victoria Day, (v) Canada Day, (vi) Labour Day, (vii) Thanksgiving Day, (viii) Remembrance Day, (ix) Christmas Day, (x) any other day designated as a general holiday by the Lieutenant Governor in Council under this Act, and (xi) any other day designated by an employer in accordance with an agreement as a general holiday for his employees . . . (Alberta Regulation 1988 cE-10.2 s1)
1.2	outline *Employment Standards Code* regarding general holiday pay	K	outline *Employment Standards Code* regarding general holiday pay: 47) An employee is not entitled to general holiday pay if the employee (a) has worked for less than 30 days during the preceding 12 months, (b) does not work on a general holiday when he is required or is scheduled to do so, or (c) is absent from his employment without the consent of his employer on the employee's last regular working day preceding, or the employee's first regular working day following, a general holiday. 48) If a general holiday falls on a day that would, but for the general holiday, have been a working day for an employee and the employee does not work on that day, the employer shall pay the employee, for that day, general holiday pay that is at least equal to the average daily wage of the employee.

SKILL 1: ADHERE TO PROVINCIAL REGULATIONS

ALBERTA TOURISM EDUCATION COUNCIL

1.2	cont'd		(Alberta Regulation 1988 cE-10.2 ss47-48)
1.3	adhere to *Employment Standards Code* regarding hours of work and overtime pay	K	outline *Employment Standards Code* regarding hours of work and overtime pay: 27(1) . . . no employer shall require or permit an employee to work for more than 8 hours in a day or 44 hours in a week unless the employer pays that employee at the overtime rate in accordance with subsections (2) and (3). (2) If in a week an employee completes 44 hours of work or less but on one or more of the days in a week he completes more than 8 hours of work, the overtime rate shall be paid for those hours of work in excess of 8 in each day. (3) If in a week an employee completes more than 44 hours of work, (a) the hours of work in excess of 8 each day of the week shall be totalled, and (b) the hours of work in the week in excess of 44 shall be totalled, and the overtime rate shall be paid for whichever is the greater number of hours under clause (a) or (b), or if they are the same, that common number of hours. (Alberta Regulation 1988 cE-10.2c s27)
		P	adhere to *Employment Standards Code* regarding hours of work and overtime pay
1.4	adhere to *Employment Standards Code* regarding time off with pay in place of overtime pay	K	outline *Employment Standards Code* regarding time off with pay in place of overtime pay: 28(1) An employee or the majority of a group of employees may (a) as part of a collective agreement, or (b) if there is no collective agreement, in a written agreement between the employee or group of employees and the employer agree that, wholly or partly in place of overtime pay, the employer will provide and the employee or group of employees will take time off with pay in place of overtime pay . . .

E. STAFF SUPERVISION

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.4 cont'd

(3) For the purposes of this Act
(a) time off in place of overtime pay provided by an employer and taken by an employee shall be treated as hours of work, and
(b) remuneration paid to an employee in respect of the time off in place of overtime pay shall be treated as wages
. . .

(Alberta Regulation 1988 cE-10.2 s28)

P adhere to *Employment Standards Code* regarding time off with pay in place of overtime pay

1.5 adhere to *Employment Standards Code* regarding hours of rest

K outline *Employment Standards Code* regarding hours of rest:

32(1) An employer shall allow his employees at least
(a) 1 day of rest each week,
(b) 2 consecutive days of rest in each period of 2 consecutive weeks,
(c) 3 consecutive days of rest in each period of 3 consecutive weeks, or
(d) 4 consecutive days of rest in each period of 4 consecutive weeks.
(2) No employer shall cause an employee to work for a period of more than 24 consecutive days unless the period is followed by at least 4 consecutive days of rest.
(3) An employer shall grant each of his employees a paid or unpaid rest period of at least 1/2 hour during each shift in excess of 5 consecutive hours of work unless
(a) an accident occurs, urgent work is necessary or other unforeseeable or unpreventable circumstances occur,
(b) the Director issues a permit authorizing an exemption from this section,
(c) a regulation permits an exemption from this section,

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SKILL 1: ADHERE TO PROVINCIAL REGULATIONS			
1.5	cont'd		(d) pursuant to a collective agreement, different rest provisions are agreed to, or (e) it is not reasonable for the employee to take a rest period. (Alberta Regulation 1988 cE-10.2 s32)
		P	adhere to *Employment Standards Code* regarding hours of rest
1.6	adhere to *Employment Standards Code* regarding notice of work schedules	K	outline *Employment Standards Code* regarding notice of work schedules: 33(1) Every employer shall notify his employees (a) of the time at which work begins and ends, or (b) of the time at which each shift begins and ends, by posting notices in places where they can be seen by his employees or by any other method the Director approves. (2) An employee shall not be required to change from one shift to another shift without at least (a) 24 hours' notice in writing of the change of shift, and (b) 8 hours of rest between shifts. (Alberta Regulation 1988 cE-10.2 s33)
		P	adhere to *Employment Standards Code* regarding notice of work schedules
1.7	outline *Employment Standards Code* regarding termination of employment	K	outline *Employment Standards Code* regarding termination of employment: 58(1) No notice of termination of employment, payment of money in place of notice of termination or combination of notice and money in place of notice is required to be given or paid by an employer under this Act to terminate the employment of an employee if . . . (e) the employee's employment is terminated for just cause;

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SKILL 1:
ADHERE TO
PROVINCIAL
REGULATIONS

1.7 cont'd

(f) the employee is laid off after refusing an offer by the employer of reasonable alternative work . . .
(l) the employee is employed on a seasonal basis and on the completion of the season the employee is terminated . . .

(Alberta Regulation 1988 cE-10.2 s58)

1.8 adhere to *Employment Standards Code* regarding notice of termination of employment by employee

K

outline *Employment Standards Code* regarding notice of termination of employment by employee:

59(1) If an employee wishes to terminate his employment, the employee shall give his employer written notice of his intent to terminate his employment of at least
(a) 1 week, if the employee has been employed by the employer for more than 3 months but less than 2 years, or
(b) 2 weeks, if the employee has been employed by the employer for 2 years or more.
(2) Subsection (1) does not apply where
(a) there is an established custom or practice in any industry respecting the termination of employment that is contrary in whole or in part to subsection (1),
(b) the employee terminates his employment because his personal health or safety would be in danger if he continued to be employed with his employer,
(c) the contract of employment is or has become impossible for the employee to perform by reason of unforeseeable or unpreventable causes beyond the control of the employee . . . or
(e) the employee terminates his employment because of a reduction in wage rate, overtime rate or entitlements.

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1.8 cont'd

(3) If an employee gives notice to his employer under subsection (l) and the employer wishes to terminate the employment of the employee before the end of the notice period, the employer shall

(a) pay the employee a sum of money that is at least equal to the wages the employee would have earned if the employee had worked his regular hours of work for the remainder of that notice period, or

(b) if the notice given by the employee is greater than that required to be given by an employer . . . pay the employee a sum of money that is at least equal to the wages the employee would have earned if the employee had worked his regular hours of work for the remainder of the notice period that the employer would be required to give the employee . . .

(Alberta Regulation 1988 cE-10.2 s59)

P adhere to *Employment Standards Code* regarding notice of termination of employment by employee

1.9 adhere to *Individual's Rights Protection Act* regarding equal pay

K outline *Individual's Rights Protection Act* regarding equal pay:

6(1) No employer shall

(a) employ a female employee for any work at a rate of pay that is less than the rate of pay at which a male employee is employed by that employer for similar or substantially similar work in the same establishment, or

(b) employ a male employee for any work at a rate of pay that is less than the rate of pay at which a female employee is employed by that employer for similar or substantially similar work in the same establishment . . .

(Revised Statutes of Alberta 1980 cI-2 s6)

P adhere to *Individual's Rights Protection Act* regarding equal pay

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SKILL 1:
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REGULATIONS

1.10	adhere to *Individual's Rights Protection Act* regarding employment discrimination	K	outline *Individual's Rights Protection Act* regarding employment discrimination: 7(1) No employer or person acting on behalf of an employer shall (a) refuse to employ or refuse to continue to employ any person, or (b) discriminate against any person with regard to employment or any term or condition of employment, because of the race, religious beliefs, colour, sex, physical disability, marital status, age, ancestry or place of origin of that person or of any other person . . . (Revised Statutes of Alberta 1980 cl-2 s7; 1985 c33 ss2,3)
		P	adhere to *Individual's Rights Protection Act* regarding employment discrimination

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SKILL 2: ASSIST WITH STAFF RECRUITMENT			
2.1	assist with job description development	K	describe how to assist with job description development: a) identify components of job description: · duties · specific tasks to be performed · qualifications · method of evaluation b) assemble information and specifications: · terms of employment, e.g. hours, shifts
		P	assist with job description development as outlined above
2.2	screen applicants	K	describe how to screen applicants: a) ensure application forms are referenced to job description and requirements: · experience · skills, e.g. languages · presentation of application · education · meeting grant requirements · availability b) eliminate those that do not meet minimum requirements
		P	screen applicants as outlined above, with consideration of sponsoring organization's policy
2.3	assist with interviews	K	outline how to assist with interviews: a) prepare for interview: · discuss strategy on how interview will be conducted · select private, comfortable place · review necessary documents, wage scales and other relevant information

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SKILL 2:
ASSIST WITH STAFF RECRUITMENT

2.3	cont'd		b) greet applicant, be friendly and put applicant at ease c) ask questions to gain insight into person and skills: · clarify and verify information on application form · ask situational questions · ask open-ended questions · invite dialogue · ask about strengths and weaknesses · ask about long-range plans d) close interview: · ask applicant for any questions · ask when applicant would be available, if hired · inform applicant of date when decision will be made · thank applicant
		P	assist with interviews as outlined above, with consideration of sponsoring organization's policy
2.4	assist with selection of final candidate	K	outline how to assist with selection of final candidate: a) participate in rating of each candidate b) recommend elimination of unsuitable candidates c) assist with prioritizing candidates using rating system
		P	assist with selection of final candidate as outlined above, with consideration of sponsoring organization's policy

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SKILL 2:
ASSIST WITH
STAFF
RECRUITMENT

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2.5	provide orientation to new staff	K	describe how to provide orientation to new staff: a) explain how job relates to facility, sponsoring organization and community b) address questions about policies and procedures c) familiarize new staff with premises including displays, layout, services and products d) familiarize new staff with locations of facilities, services and tourism products e) introduce co-workers f) conduct follow-up after forty hours on job
		P	provide orientation to new staff as outlined above, with consideration of sponsoring organization's policy

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SKILL 3: TRAIN STAFF			
3.1	identify benefits of training	K	identify benefits of training: a) reduces costs: · greater knowledge and skills increase productivity and reduce turnover b) improves morale c) improves quality of performance d) increases potential for career advancement e) enhances visitors' experience
3.2	encourage staff development	K	outline how to encourage staff development: a) be role model of desirable behaviour for staff b) pursue own personal and professional development c) invest time and effort into training of staff d) provide additional responsibilities according to staff member's interests, skills and abilities e) encourage staff to participate in additional training: · identify staff's personal and professional interests · explain benefits · request input regarding further training development f) identify areas requiring improvement: · make recommendations to management and request support g) recommend activities which will achieve desired results
		P	encourage staff development as outlined above

SKILL 4:
SCHEDULE STAFF

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4.1	schedule staff	K	describe how to schedule staff: a) consider: · staff requirements at specific times based on: - funding - peak times - politics - past statistics - seasonality · staff characteristics: - security concerns - personality compatibility - experience · time off: - holidays - special events - training - availability of staff members - breaks - previous day off · hours of operation: - regulations · fair distribution of shifts b) write schedule c) ensure schedule is posted: · ask staff to acknowledge with initials d) ensure schedule changes are accommodated and controlled: · adjust schedule as required · exchange hours as required e) ensure staff are aware of schedule changes
		P	schedule staff as outlined above

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SKILL 5: DIRECT STAFF			
5.1	direct work of others	K	describe how to direct work of others: a) assess job and work schedule b) assign activities based on: · goals and objectives · personnel strengths and weaknesses · time available, e.g. slower periods, more projects c) establish working relationships with staff: · use interpersonal skills · work with staff d) use staff work plans to ensure task instructions are understood, e.g. set out schedule of daily routine, for example: · washroom check · parking lot check · end of day duties · garbage removal e) monitor staff performance by: · walkabout · informal supervision · performance evaluations f) provide feedback and recognition, e.g. more responsibility, praise g) provide staff training as needed: · demonstrate procedures · identify resources h) ensure staff are aware of others responsibilities and authority
		P	direct work of others as outlined above
5.2	delegate responsibility	K	outline how to delegate responsibility: a) consider staff: · experience · ability

SKILL 5:
DIRECT STAFF

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5.2	cont'd		· readiness and willingness to learn · individuality: - likes and dislikes - motivation - work habits - interests - expectations · availability b) delegate tasks within authority c) distribute tasks fairly: · provide equal opportunity d) provide instructions and expectations e) ensure understanding and agreement, for example: · develop work plan with person to be signed by both parties, if warranted by task · give verbal instructions and allow for questions · follow up while person is completing task
		P	delegate responsibility as outlined above
5.3	enforce personnel administration policies	K	describe how to enforce personnel administration policies: a) know and follow policies b) inform staff of policies c) monitor staff performance and behaviour d) remind staff of policies e) take disciplinary action, if necessary: · record incidents · make recommendations to manager
		P	enforce personnel administration policies as outlined above, with consideration of sponsoring organization's policy

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SKILL 5:
DIRECT STAFF

5.4	resolve staff conflict	K	describe how to resolve staff conflict: a) move situation to private area b) identify problem c) review rules, regulations, policies and expectations with staff members d) focus on behaviours, not personalities e) encourage staff members to find solution and gain consensus f) develop action plan with staff members g) implement action plan h) follow up to determine if conflict has been resolved; adjust as necessary
		P	resolve staff conflict as outlined above, with consideration of sponsoring organization's policy

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SKILL 6:
MOTIVATE STAFF

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6.1	describe importance of teamwork	K	describe importance of teamwork: a) most successful facilities require combined effort of staff, sponsoring organization, community, government and industry b) regardless of particular role or title, all stakeholders contribute toward success c) every stakeholder is involved in delivery of visitor satisfaction d) teamwork produces consistent product and service which creates credibility
6.2	use strategies for effective teamwork	K	describe strategies for effective teamwork: a) maintain regular and clear communication with staff: · hold regular staff meetings to: - make announcements - review organization's goals, policies and procedures - discuss problem-solving and decision-making · distribute written information by newsletter, information sheet or memorandum · post messages, e.g. on bulletin board, in log book · hold one-on-one meetings: - casual - informal - unplanned - regularly scheduled b) seek feedback: · be receptive to staff input · ask for questions or comments · maintain 'open door' policy; be approachable

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SKILL 6:
MOTIVATE STAFF

6.2	cont'd		· encourage suggestions, e.g. suggestion box, hold small group discussion meetings for ideas on improving business c) get to know staff personally d) maintain contact with staff who do not report or interact directly with you e) learn about staff members jobs and contributions to business f) explain own role and expectations
		P	use strategies for effective teamwork as outlined above
6.3	motivate staff	K	describe how to motivate staff: a) recognize individual motivational needs of staff, e.g. observe behaviour b) provide instruction, e.g. additional training: · use tact and consideration in correcting co-workers c) use positive reinforcement to maximize performance, e.g. incentive programs, awards, verbal recognition d) encourage staff to share knowledge, e.g. discussion of summer experiences e) encourage participation in and successful completion of courses and seminars, for example: · fund courses · arrange time off · provide favourable scheduling f) provide comfortable working environment

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SKILL 6:
MOTIVATE STAFF

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6.3	cont'd		g) provide opportunities for inter-staff observation and feedback, e.g. mentor system h) inform staff as to what has become of suggestions i) evaluate performance: · conduct regular, formal performance reviews and provide constructive criticism · conduct impromptu observations with immediate feedback j) adjust behaviour to deal effectively with individual staff member k) act as role model l) provide breaks from daily routine, e.g. theme-day dressing, participate in local events
		P	motivate staff as outlined above, with consideration of sponsoring organization's policy
6.4	use reward systems	K	describe how to use reward systems: a) determine source of rewards, for example: · sponsoring organization · manager · supervisor · zone offices · industry b) determine type of rewards available, for example: · verbal praise · social events, e.g. staff barbecue · certificates of appreciation · letters from dignitaries · gifts · cash bonuses · promotions

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SKILL 6:
MOTIVATE STAFF

6.4 cont'd

c) set criteria for reward, for example:
   - performance:
     - effort
     - quality of work
     - achievements
   - attitude
   - length of service

d) select recipient based on criteria

e) give reward publicly, for example:
   - announcement at staff meeting
   - formal setting, e.g. dinner
   - in work setting

P use reward systems as outlined above, with consideration of sponsoring organization's policy

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ALBERTA TOURISM EDUCATION COUNCIL

SKILL 7: APPRAISE STAFF

7.1	monitor staff performance	K	describe how to monitor staff performance: a) record specific observations on staff strengths and weaknesses on ongoing basis for: · performance of duties · completion of daily duties · completion of extra responsibilities · attitude towards job · appearance · interpersonal skills · adherence to policies and procedures b) record compliments and complaints received from visitors, operators and other staff
		P	monitor staff performance as outlined above
7.2	provide informal feedback	K	describe how to provide informal feedback: a) direct feedback to person involved . b) provide response as soon as possible after observation c) base feedback on observed behaviours d) provide constructive feedback e) ensure staff member understands feedback: · ask for response · observe behaviour
		P	provide informal feedback as outlined above
7.3	identify reasons for conducting performance reviews	K	identify reasons for conducting performance reviews: a) salary review (merit increase) b) personnel records c) employment recommendations, e.g. hiring for next season

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 7:
APPRAISE STAFF

7.4	conduct formal performance appraisal	K	describe how to conduct formal performance appraisal: a) schedule private, uninterrupted meetings on regular basis b) ask staff member to prepare self-appraisal: · provide outline or form · describe procedure and expectations c) document personnel appraisal: · use same outline or form · assemble supporting documents d) conduct meeting: · put employee at ease, e.g. offer coffee, select informal setting · explain process · invite staff input, ask for evaluation of: - supervision received - personal performance · review job description: - duties - responsibilities - standards of performance - authority to carry out tasks · review performance: - compare actual performance to previously established expectations - recognize efforts - identify strengths and weaknesses · review personal and professional development: - training programs - self-development

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SKILL 7:
APPRAISE STAFF

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7.4 cont'd

- develop action plan with staff member to enhance performance:
  - set goals for achievement
  - identify new projects and responsibilities
  - find solutions to problems identified
- summarize meeting
- allow staff member opportunity for further discussion

e) document review:
- ensure report is signed by supervisor and staff member to signify agreement
- provide copy to staff member and to manager

f) outline appeal procedure

P conduct formal performance appraisal as outlined above

ALBERTA TOURISM EDUCATION COUNCIL

F.
ADMINISTRATIVE DUTIES

SKILL 1: MAINTAIN COMMUNICATION WITH MANAGEMENT

1.1	maintain communication with management	K	outline how to maintain communication with management: a) identify topics, for example: · operational concerns · facility concerns · staff development and performance · project status · visitor attendance statistics b) determine clear, concise and regular reporting procedures c) provide progress reports to management: · discuss changes in goals, if required · seek approval and continuance of programs and activities d) present reports and recommendations e) invite feedback and discussion f) make changes as directed and discussed g) be prepared for comprehensive performance reviews
		P	maintain communication with management as outlined above

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 2: CONTROL INVENTORY		
2.1 order stock	K	describe how to order stock: a) determine needs by considering: · *inventory counts* · demands b) determine availability, minimum or maximum quantity and shipping time from sources, e.g. suppliers, zone managers, distributors, sponsoring organization c) order quantity required, considering: · available storage space · demand · budget guidelines d) follow ordering procedures, e.g. frequency, documentation
	P	order stock as outlined above, with consideration of sponsoring organization's policy
2.2 receive stock	K	describe how to receive stock: a) ensure storage space is ready b) check invoice against items received c) check for back orders d) check merchandise, for: · breakage · defects · quality e) complete required documentation
	P	receive stock as outlined above, with consideration of sponsoring organization's policy

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 2:
CONTROL INVENTORY

2.3	maintain inventory	K	describe how to maintain inventory: a) count stock on hand on regular basis, for example: · literature · merchandise · housekeeping and office supplies · promotional items b) delete old or obsolete stock, if required c) keep track of breakage or deterioration d) keep stock room tidy e) complete and send inventory records to designated authority, e.g. zone manager, sponsoring organization
		P	maintain inventory as outlined above, with consideration of sponsoring organization's policy

F.
ADMINISTRATIVE
DUTIES

SKILL 3:
MAINTAIN RECORDS

ALBERTA TOURISM EDUCATION COUNCIL

3.1	maintain records	K	describe how to maintain records: a) follow established record-keeping system: · complete types of records, for example: - staff development and training - time sheets - maintenance - security - accident · comply with frequency requirements, e.g. daily, monthly, annually b) provide accurate information, for example: · check dates · check calculations c) maintain accessibility: · set up filing system d) keep records current: · store or delete old information .
		P	maintain records as outlined above

F.
ADMINISTRATIVE
DUTIES

ALBERTA TOURISM EDUCATION COUNCIL

F.
ADMINISTRATIVE DUTIES

SKILL 3: MAINTAIN RECORDS			
3.2	maintain records of staff training and development	K	describe how to maintain records of staff training and development: a) adhere to established record-keeping system b) provide information for files: · specialized skills, e.g. languages · completion of training programs, e.g. first aid, cardio-pulmonary resuscitation (CPR) · complaints and compliments from: - zone - sponsoring organization - customers · performance reviews · examples of work
		P	maintain records of staff training and development as outlined above
3.3	maintain visitor statistics	K	describe how to maintain visitor statistics: a) ensure information is obtained correctly, as directed by manager: · observe staff b) verify accuracy and completion of statistical calculations c) perform analysis as directed by manager, for example: · calculate percentage of increase or decrease in visitor attendance · determine reasons for change · note trends in inventory · note visitor trends, for example: - origin - destination - needs

SKILL 3:
MAINTAIN RECORDS

ALBERTA TOURISM EDUCATION COUNCIL

3.3 cont'd		d) make suggestions for resource allocations, for example: · literature · merchandise · staff · budget e) send report to designated authority f) check with manager to ensure statistics are still required
	P	maintain visitor statistics as outlined above, with consideration of sponsoring organization's policy

F.
ADMINISTRATIVE DUTIES

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 4: HANDLE COMPLAINTS AND COMPLIMENTS ABOUT OPERATORS

4.1	handle complaints and compliments about operators	K	describe how to handle complaints and compliments about operators: a) ensure staff follow procedures to handle complaints and compliments b) forward documentation to appropriate authorities
		P	handle complaints and compliments about operators as outlined above, with consideration of sponsoring organization's policy

F.
ADMINISTRATIVE DUTIES

SKILL 1:
FOLLOW BUDGET

ALBERTA TOURISM EDUCATION COUNCIL

1.1	follow budget	K	describe how to follow budget: a) assist with selecting product that is within budget guidelines, by checking: · availability · quality · price · resale value or market b) follow purchasing procedures, for example, use: · purchase orders for designated amounts · petty cash · expense claims c) report revenue, expenses, sales and discrepancies as required to manager d) suggest budget adjustments
		P	follow budget as outlined above, with consideration of sponsoring organization's policy

G.
FINANCIAL
MANAGEMENT

ALBERTA TOURISM EDUCATION COUNCIL

SKILL 2:
HANDLE CASH

2.1	handle cash	K	describe how to handle cash: a) verify accuracy of cash sheets b) maintain workable float: · ensure variety of denominations meets needs · ensure float is large enough c) ensure float balances d) provide secure storage for cash e) make regular deposits to designated authority, e.g. bank, sponsoring organization
		P	handle cash as outlined above, with consideration of sponsoring organization's policy

G.
FINANCIAL
MANAGEMENT

ALBERTA TOURISM EDUCATION COUNCIL

GLOSSARY

Alberta Best	-	hospitality training program provided by Alberta Tourism
float	-	funds for making change
stock	-	merchandise or literature